

# Teaching language skills. Teaching Speaking to young learners and adolescents.

Эффективные приёмы обучения устной коммуникации на уроках английского языка в начальной и средней школе.

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# Describing young learners:

- They respond to meaning even if they do not understand individual words;
- They often learn indirectly rather than directly;
- Their understanding comes not just from explanation, but also from what they see, hear, have a chance to touch and interact with;



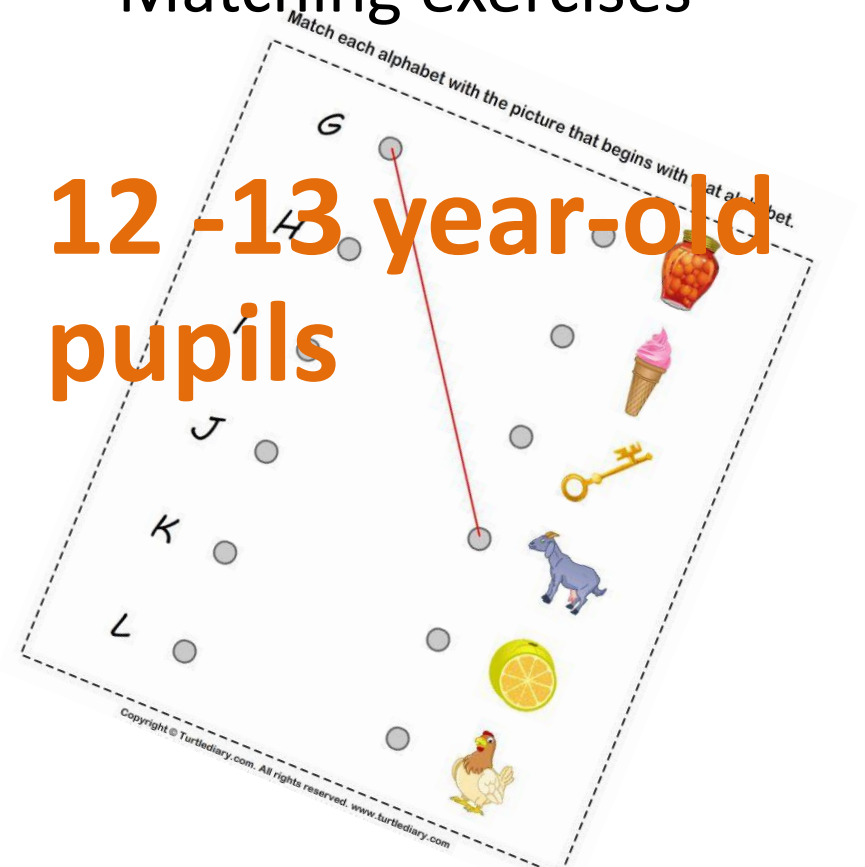
- Some of them find abstract concepts such as grammar rules difficult to grasp;
- They generally display an enthusiasm for learning and a curiosity about the world around them;
- **They have a need for individual attention and approval from the teacher;**
- **They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom:**

- They have a limited attention span; unless activities are extremely engaging, they can get easily bored, loosing interest after 10 minutes or so.



# Describing young learners:

- Games
- Puzzles
- Songs
- Building dialogues;
- Question-and-answer activities;
- Matching exercises



# Ages and Stages children go through while developing:

- *Sensori-motor stage*
- *Intuitive Stage*
- *Concrete-operational Stage*
- *Formal operational Stage*

# Teaching young learners (general recommendations):

- *Providing a rich diet of learning experiences*
- *Spending time understanding how their students think and operate*
- *Bright and colourful classrooms with enough room for different activities*



# Describing adolescents:

- Searching for identity
- A need to rise self-esteem
- Vulnerable to the negative judgements of the teachers and peers

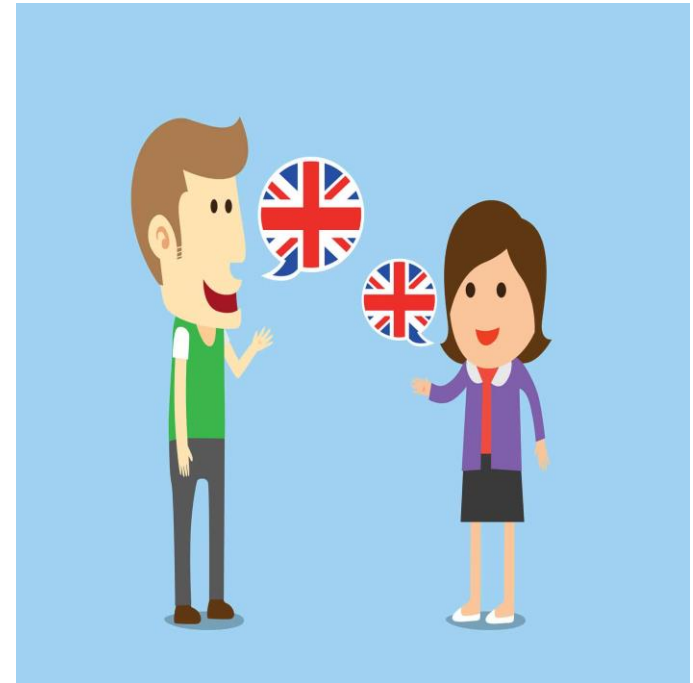


# Teaching adolescents (general recommendations):

- *Using material designed at the students' level and with the topics which they can react to;*
- *Encouraging the students to respond with their own thoughts and experiences rather than just answering questions and doing abstract learning activities;*
- *Giving them tasks that they are able to do*

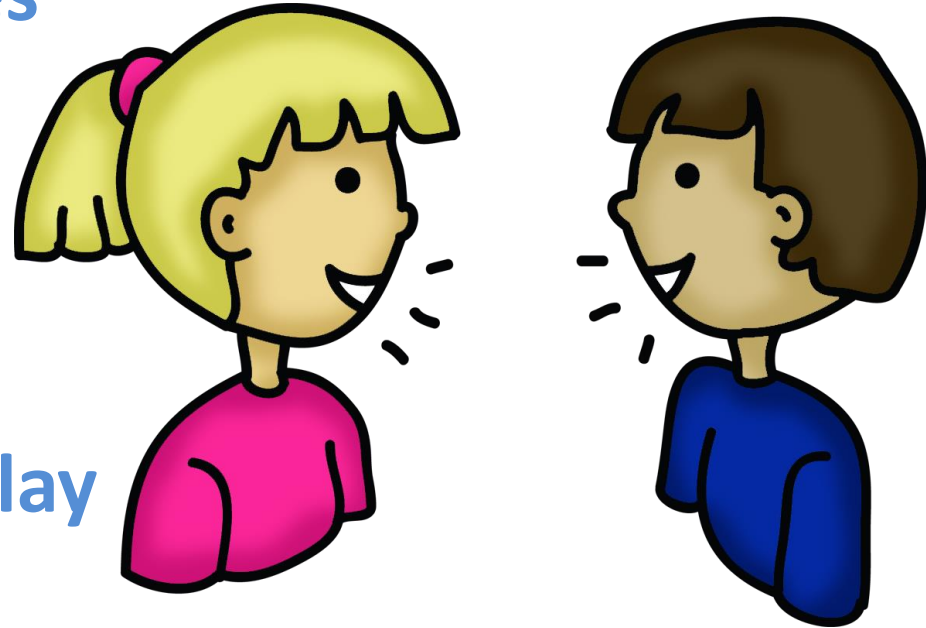
# A basic methodological model for teaching productive skills

- 1) Lead-in Stage
- 2) Setting the task
- 3) Monitoring the task
- 4) Task feedback
- 5) Task-related follow-up



# Classroom speaking activities

- Acting from a script
- Communication games
- Discussion
- Prepared talks
- Questionnaires
- Simulation and role-play



# Further possible reading:

- R. Simunkova (2004). The shy speaker.
- D. Shinij Kondon and Y. Ying-Ling (2004) Examine strategies that students in Japan use to cope with language anxiety.
- T. Lynch (1997) Nudge, nudge: teacher intervention in task-based learner talk.
- P. Ur (1981) Discussions that work.
- C. Green *et al* (1997) Developing discussion skills in the ESL classroom.
- Wright *et al* (2006) Games for language/
- Capone P. and Hayward K (1996) Demonstrate debates.
- Edwards T. (2005) Poster presentations.

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Thank you for your attention!